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ABSTRACT

There is a need in Japan to develop upper-level secondary schools to meet the demands of Tokyo's special characteristics as an international city with a large population of foreigners and citizens who travel and are employed for periods of time overseas. There also is a need to ensure smooth entry of children into the schools upon reentering the country. This has led to the establishment of an international upper level secondary school. At the time of its opening in April 1989, the school enrolled 237 students (85 boys and 152 girls); admission is carried out on the basis of individual selection either by competitive examination or by a personal interview and a written essay. A fundamental goal of the school is to produce students with a broad international perspective as well as a broad humanitarian vision and a first-class ability in foreign languages. The curriculum is arranged to enable students to enter four-year universities overseas. The first year curriculum design consists of core subjects; second and third years are mainly electives; 26 credits in English and 12 in "International Understanding" are required for graduation. An extensive description of the school's characteristics and practices is provided as well as a chart of the entire curriculum for each year, showing electives and compulsory courses; a typical class day timetable, and a list of main school events. (NL)

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A New Type of Upper Secondary School:

Tokyo Metropolitan Kokusai High School

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National Institute for Educational Research of Japan

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N O T E

This paper was prepared originally in Japanese by **Mr. Tsuneaki Ohtaka (Tokyo Metropolitan Kokusai High School)** for translation into English for dissemination under the NIER's Information Services Programme among the Unesco Member States in Asia and the Pacific.

Background

The phenomenon of internationalization, which in recent years has been particularly noticeable in the economy, finance, commerce and trade has now penetrated the other sectors such as politics, academic scholarship, the arts, education, science and technology, information and communications, welfare and the environment. In addition, there have been great change in Japan's position in international society, the interchange of people and goods has become more frequent, and of general context, one can identify the following three factors as being particularly important in leading to the establishment of this school.

(1) Accompanying the rise in the status of Japan in international society, the roles and responsibilities that Japan is expected to bear is broadening in recent years. There is, therefore, a need to promote the kind of upper secondary school education that will meet the demands of international age.

(2) Demands for a kind of upper secondary school education which matches the special characteristics of Tokyo as an international city. Many foreigners live in or visit Tokyo for varying periods of time, and many citizens of Tokyo have contact with or visit foreign countries. This state of affairs is more noticeable in Tokyo than in the other cities of Japan.

(3) Out of the rapid increase in the number of Japanese employed for periods of time overseas, an urgent need is required to ensure the smooth entry of their children into upper secondary schools when they return to Japan.

Out of the above background there has grown the need for the establishment of an international upper secondary school.

Main Events leading to the Establishment

July 1983: In the Committee for the Improvements in Metropolitan Upper Secondary School Education, proposals were made for the establishment of seven new types of upper secondary schools including an international upper secondary school.

March 1985: In the headquarters of the above Committee, an International High School Subcommittee, consisting of school specialists, experienced teachers and other local government officials, consolidated and put together contents of discussions.

March 1986: Within the Committee for Examination of the Basic Plan for a Metropolitan International High School, the Basic Plan Subcommittee and the Curriculum Subcommittee consolidated ideas based on the announcements made in the previous year.

Oct. 1988: Under Tokyo Metropolitan Government Ordinance 110, the establishment of Tokyo Metropolitan Kokusai High School was formally approved.

Oct. 1988: Mr. Tsuneaki Ootaka, Principal of Tokyo Metropolitan Akagidai High School, was appointed, concurrently with his existing post, as the first Principal of Tokyo Metropolitan Kokusai High School.

April 1 1989: Opening ceremony of Tokyo Metropolitan Akagidai High School.

April 6 1989: The first admission ceremony was held for a total of 237 students, comprising 85 boys and 152 girls and including 31 returnees and 15 foreign students (6 boys, 9 girls).

Outline of the School

Date of opening: April 1 1989.

Address: 19-59 Komaba 2-Chore, Meguro-Ku, Tokyo 153.

Transport: 7 minutes' walk from Komaba-Todaimae Station on the Keio Inogashira Line.

Type of school: Full-time, internationally oriented day school.

Number of classes: 18 (6 classes in each grade).

Number of students in each class: 40 (no fixed male-female ratio).

Entrance examination: Independent selection examination.

School catchment area: All Tokyo districts.

Total area: 19,910 sq. m.

School facilities: 5 stories above ground and 1 below (18 standard classrooms, 2 language laboratories, CAI room, multi-purpose hall, craft and design room, 8 seminar rooms, gymnasium, judo and kendo practice areas, swimming pool, etc.).

The aim of this school is to produce people of promise, equipped with outstanding ability in foreign languages and a broad international perspective, able both to meet the demands of the present age of internationalism and to take full advantage of the special characteristics of the international city of Tokyo.

To achieve this aim, the Kokusai High School has a special international orientation in respect of the school's administration policy, with one-third of the student accepting from returnees and the children of foreign residents of Tokyo, and the remainder drawn from public lower secondary schools throughout Tokyo. On the assumption that students will go on to higher education, the curriculum is arranged so as to enable them to go on to four-year universities overseas; in this connection, the use of Test of English as Foreign Language (TOEFL) as well as the introduction of International Baccalaureate(IB) are being considered.

Educational Aims

The fundamental ideals of this school, as planned by the Tokyo Metropolitan Board of Education, can be summed up in terms of the following three points:

(a) To develop students with a broad humanitarian vision;

(b) To bring up people capable of inspiring trust and respect within the context of an international society; and

(c) To develop in its students the capacity to undertake projects and activities designed to further international exchange and international harmony.

With these ideals, in mind, the fundamental aims underlying the curriculum design are:

- to foster a broad humanitarian perspective and first-class ability in foreign languages;
- to develop in students an attitude of respect for the culture and traditions of Japan, and an awareness of the nature of their heritage;
- to provide an education which will draw out the individual abilities of students;
- to foster the capacity for independent thought and judgment, and the energy for implementation;
- to provide a full and varied school life;
- to bring up people who will desire to continue learning throughout their lives; and
- to aim at maintaining and strengthening health and raising the level of physical fitness.

While giving due consideration to the above aims, this school also considered carefully the seven points put forward at the UNESCO General Assembly in 1974 as the foundation of education for international understanding, and on the basis of these, formulated the following five points as the main pillars of its educational practice.

(1) The development of understanding that all the nations and peoples of the world exist in a state of mutual interdependence;

(2) On the basis of an understanding of one's own country, respect for and understanding of other cultures;

(3) Promotion of foreign language education;

(4) Development of communication ability; and

(5) The building of and respect for individuality.

The school has set out to formulate its basic policies in accordance with the above five aims, and to plan and implement its educational programmes, school and career guidance as well as special activities on the basis of the following three educational objectives.

(a) To foster in students a rich humanity and to develop their individual ability strengthening independent thought as well as rich creativity.

(b) To develop in students an attitude of understanding and respect for the culture and tradition of Japan as well as for the other culture, another country, and another human groups, and through these educational attempts to foster an attitude of brotherhood willing to live together with other groups of people.

(c) To train students in body and mind and turn out people who will be imbued with the desire to play an active part in international society.

Curriculum

The curriculum is made up of common core subjects and specialist subjects. In the first year, students study mainly common core subjects, while in the second and third years they study mainly elective subjects.

1. Subject areas and subjects

General subject areas	Subjects
Japanese Language	Japanese Language I Japanese Language II Expression in Japanese Language Contemporary Japanese Language Japanese Classics
Social Studies	Contemporary Society Japanese History World History Geography Ethics Politics and Economics
Mathematics	Mathematics I Mathematics II Algebra and Geometry Basic Analysis Differential and Integral Calculus Probability and Statistics
Science	Science I Physics Chemistry

	Biology
	Earth Science
Health and Physical Education	Physical Education
	Health
Art	Art I
	Art II
	Art III
Home Economics	General Home economics
	Food
	Clothing

Specialist subject areas	Subjects
Foreign Languages	General English
	English Comprehension
	Expression in English
	Foreign Affairs
	Language Laboratory Practice
	English Conversation
	Foreign Languages other than English
International Understanding	Japanese Culture
	Comparative Culture
	Japanese Traditional Arts
	Foreign Literature
	International Relations
	Living in Society
	Area Studies
	Social Welfare
	Information Science
	Communication
	Visual Media
	Dramatic Art
Theme Study	

Of the specialist subjects, it is compulsory to take 26 credits in English. 'International Understanding' consists of 12 subjects, divided into three subject areas: Cultural Understanding, Understanding of Society, and Information and Expression.

'Theme Study' denotes a subject chosen by each individual student from among the specialist subjects for study in greater depth. Every student will be required to write a paper showing the results of the study, and one credit will be awarded for this subject in each of the second and third years.

2. Teaching Style

Students admitted as returnees after having studied at overseas

schools, the children of foreigners and those students applying on the basis of recommendation from their schools, do not take a selection examination based on academic ability, but are admitted on the basis of evaluation of an interview, a written essay and investigation of their school record. Consequently, there is a wide range of variation in the ability of those admitted.

Given this background, teaching is carried out on the basis of a twofold division, into small groups and home room units. In particular, instruction in English is given in groups divided up according to proficiency. Approximately 10 percent of the students on the school roll, including returnees from English-speaking areas and the children of English-speaking foreigners, have a very high ability in English. Accordingly, it was felt likely to be effective to have these students taught directly by British or American instructors, so suitable instructors were recruited by the Tokyo Metropolitan Board of Education, and the system is indeed showing very good results.

Those students who are poor in Japanese also comprise about 10 percent of the total enrollment, so they are given special instruction in Japanese as a foreign language.

At present, the only instructional activities carried out on an individual class basis are Physical Education and Home Room activities.

In this school, we call the method of teaching in small groups multi-developmental teaching. We construct both teaching plans and achievement targets, and carry out achievement evaluation on the basis of achievement criteria. All this is possible thanks to the understanding and support of the Tokyo Metropolitan Board of Education.

Selection Methods

Each year is divided into 6 classes, with a maximum of 40 students in each class. Of the 240 students, 210 are admitted in April, and a further 30 in September, and of the total, 80 are either returnees who have studied at local schools overseas, or the children of foreign residents.

Admission is carried out on the basis of individual selection, and the school catchment area comprises all Tokyo districts. Selection methods are divided into selection by competitive examination and selection by interview and written essay.

80 students, comprising those who have studied at Japanese schools overseas or who come from ordinary lower secondary schools in the Tokyo area, are admitted through a competitive examination, which includes an interview. Those admitted on the basis of an interview and written essay comprise 80 students who have studied at local schools overseas or are the children of foreign residents, and a further 80 admitted on the basis of recommendation from the lower secondary school principal.

In every case, examination of the previous school record forms part of the selection process.

Career Guidance

It is assumed that all the students in this school will go on to study at an institution of higher education, either a university or junior college. In the second and third years, the courses are devised in such a way that students can choose various options according to their individual choices for the future. In the second year, they can choose between 2 patterns, and in the third year between 5 patterns.

The school lays considerable emphasis on mastery of English, but facilities are also provided for those wishing to specialize in science-related subjects. In addition, guidance is given to those wishing to take entrance examinations of national or private universities, and consideration is being given to meeting the needs of those who wish to study at a university overseas.

School Characteristics

(1) This upper secondary school is unique in Japan as the first public international upper secondary school.

(2) The school uses five varied methods to carry out its selection procedure. Applicants are divided into five categories: those to be admitted by special recommendation, those taking the standard achievement test, returnees to Japan who have studied at Japanese schools overseas, returnees who have studied at local schools overseas, and the children of foreigners resident in Japan. The methods of selection include examination of the recommendation, an interview, a written essay, and an achievement test in three subjects. All the methods go well beyond those used hitherto in selecting students.

(3) This is the first public sector upper secondary school to set fixed admission quota for the returnee students who have studied at local schools overseas as well as for the children of foreign residents in Japan.

(4) The achievement test, usually set in 5 subjects, has been reduced to 3 subjects.

(5) All applicants are given an interview.

(6) Those applicants who do not take an achievement test all produce a written essay.

(7) This is the first upper secondary school in Japan to admit some students in September. However, students admitted in this way are limited to those students, from among those who have studied at local schools overseas of from among children of foreign residents, for whom the date of completion of 9 years of elementary and secondary education falls after April of the year of admission.

(8) Because the school makes considerable use of small group teaching, or what it calls multi-developmental teaching, there are a large number of

small seminar rooms.

(9) English language is taught as a subject in the curriculum, but more extensively and at higher level than is normally the case in upper secondary schools. Instead of the usual textbooks, special teaching materials based on the approved Courses of Study are being developed.

(10) With the approval of the Tokyo Metropolitan Board of Education, special teaching materials are being developed for the 12 subjects covered in the area of 'International Understanding'.

(11) Theme Study earns 1 credit in each of the second and third years (grades 11 and 12). Each individual student is required to research a particular theme in a specialist area, and give an oral presentation on the results of the research at the end of the year.

(12) Because the amount of multi-developmental teaching done in small study groups has increased so much, yearly teaching plans are prepared according to the level of the various groups. Accordingly, learning targets are presented to the students, and effort targets are clearly specified.

(13) The pattern of learning for each individual student is established in accordance with his or her progress and prospects.

(14) International exchanges are actively carried out with sister schools.

(15) The school is equipped with a multi-purpose hall, seminar rooms, two language laboratories, and a CAI room.

(16) It is a pilot school for various projects concerned with international understanding.

(17) The target for all students is to pass the second year of the English language STEP test by the time they graduate.

(18) Efforts are made to preserve and extend the special qualities acquired by returnee students during their period of stay overseas.

(19) Special classes in Japanese language are provided for returnee and foreign students.

(20) Varied school activities other than regular classes are provided, for examples:

1) English summer school;
2) English speech contest; and
3) Lectures on international understanding.

(21) A number of foreign teachers are employed to teach foreign language. There are 8 such teachers in all: 4 from the U.S.A., 2 from France, one from Germany and one from Britain.

Contents of the International Understanding Subject Area

Cultural Understanding

(1) Japanese Culture (2-credit elective subject)

Objectives: To deepen students' understanding of the living patterns and culture that form the basis of Japanese society, and the traditions that support it, and to inculcate in students an attitude of being able to take over and develop these traditions further.

Main contents: Ways of approaching Japanese culture; culture and the Japanese lifestyle; culture and the Japanese view of nature; culture and the Japanese view of human life; changes in Japanese culture and its future; and the Japanese language and Japanese culture.

(2) Comparative Culture (2-credit compulsory subject)

Objectives: To deepen students' understanding of the cultural variety and cultural differences in various regions of the world, and through a comparison of these to make them aware of that each culture has its own values. At the same time, to develop in them, as members of an international society, an attitude of respect for each society and a desire to learn from it, and to foster in them the consciousness of wanting to preserve and develop the common culture of humanity.

Main contents: Mankind and culture; the methodology of comparative culture; the peoples and cultures of various regions of the world; and cultural transmission and change; and culture and the modern world.

(3) Traditional Arts (2-credit compulsory subject)

Objectives: To deepen students' understanding of the traditional arts handed down from generation to generation of the Japanese people, at the same time as instilling in them a love of such arts and extending their powers of artistic expression and appreciation.

Main contents: The development of the arts of Japan; the development of the classical arts; appreciation of Japanese arts; and practice in performing skills.

(4) Foreign Literature (2-credit compulsory subject)

Objectives: To deepen students' knowledge and understanding, by reading outstanding literary works from various countries of the world, of the way in which the people of these countries look at the world, think, feel and live; also, to heighten their interest in language-based culture and equip them with a broad and rich international and linguistic perspective.

Main contents: The development of foreign literatures; readings of myths and legends; readings of short stories; readings of novels; poetry appreciation; and drama readings.

(5) International Relations (2-credit elective subject)

Objectives: To deepen students' understanding of the international issues and problems common to the various countries of the world, and by getting them to consider the conditions necessary to arrive at a solution to these problems, to nurture their ability and disposition to make a broad-based and positive contribution to international society.

Main contents: The present state of international society; mankind and the environment; international relations and problems facing modern society; peace and international politics; international economics and international relations; and international understanding and international cooperation.

(6) Living in Society (2-credit elective subject)

Objectives: To deepen students' understanding of the relationship between man and society in various environments, including the home and family, the workplace and industry, the regional environment, and international society, and at the same time to develop in students a wish to explore and investigate in a pragmatic way the changes taking place in Japanese society.

Main contents: The family and society; aging society and the family; the family and the economy; labor and daily life; the consumer and daily life; Tokyo as an international city; environmental problems; and modern life and culture.

(7) Area Studies (2-credit elective subject)

Objectives: To get students to understand the interrelationship between the special features of various regions of Japan and the world on the one hand and the natural and social environment on the other; to deepen appreciation, from a broad, multifaceted perspective, of the life and customs of the people in these various environments; and to nurture a positive attitude toward international cooperation.

Main contents: Region and daily life; the culture and society of the humid regions of Asia; the culture and society of the arid regions of Asia and Africa; the culture and society of Europe; and the culture and society of America and Oceania.

(8) Welfare (2-credit elective subject)

Objectives: To give students basic knowledge and facts concerning welfare, to nurture through practical and experiential learning activities the qualities necessary to form and mold a welfare society, and to develop the capacity to make a practical contribution to raising the level of welfare.

Main contents: The concept of social welfare; the system and management of social welfare; modern life and social welfare; the reality of social welfare and volunteer activities; and volunteer activities and social welfare.

(9) Information and Expression

Objectives: To get students to understand the basics of information and the role of information and computers, to acquaint them with the techniques of using computers, and to develop the ability to use information in such a way as to be able to live in an information-oriented society.

Main contents: Information and information sources; information and information processing; the use of computers; the structure and function of computers; foundations of programming; and people and the information-oriented society.

(10) Communication

Objectives: To get students to understand the fundamental elements of communication, and to nurture an attitude of being able both to maintain, adjust and develop human relationships in a suitable manner, and to respond flexibly to various kinds of communication media.

Main contents: Human beings and communication; human relationships and social life; communication and the information-oriented society; culture and communication; and communication and the progress of internationalization.

(11) Visual Media (2-credit elective subject)

Objectives: To deepen students' understanding of the role and value of visual media in an information-oriented society, as well as equipping them with basic knowledge concerning film and developing through practical creative activities the capacity for self-expression.

Main contents: The history of visual media; visual media and an information-oriented society; and techniques and practical activities concerned with film-making etc.

(12) Dramatic Art (2-credit elective subject)

Objectives: To nurture, through various kinds of dramatic activities, penetrating intuitive ability and flexible sensitivity, at the same time as enabling students to learn various forms of expression, equipping them with the methods and techniques of self-expression, and cultivating creativity and a rich fund of sensibility.

Main contents: Set forms of expression; realist forms of expression; abstract forms of expression; comedy as a forms of expression; an overview and history of the theater; and music, lighting and stage design.

Prospect of the School

The school has made a start on the basis of specialist subject areas rather than the usual subjects. As an international, independent upper secondary school, it aims to realize the hope of all its students to go on

after graduation to university or junior college.

We aim to provide education which will bring up students equipped with a good knowledge of foreign languages and a rich fund of international perceptions, well able to respond to the demands of the present age of internationalism.

Fortunately, the school was able to make a start in April 1989 with a complement of 231 students and 34 teaching staff, and we have established a students' association and PTA as well as setting up rules governing teachers' duties, evaluation, progression of students, etc.

A successful start has also been made in realizing a speech contest, English summer camp, and special lectures on international understanding. We are still at a very early stage in putting into concrete form the five principles governing our teaching, but the following examples can be given of the kind of qualities we are hoping to develop.

- Tolerance toward things that are different.
- Sympathy for others, and the ability to think on a global scale about responses to such problems as famine, environmental pollution, etc.
- Fluency in English and the ability to explain accurately to others the traditions of one's own country.
- Acquisition of a particular speciality and the ability to express in theoretical terms what one wants to emphasize.

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Reference Data

(A) Curriculum

See Table on next page.

Notes on Table:

① In the case of compulsory-elective subjects, one subject is chosen from each group.
② Elective subjects may be freely chosen.
③ In the case of the 'Art' subject area, one subject must be chosen from music, art, design, and calligraphy.
④ Spanish, French or other foreign languages may be taught as a foreign language other than English according to the demand.
⑤ Elective subjects in the International Understanding subject area are gradually being extended.
⑥ The contents of the curriculum are subject to change from time to time.

CURRICULUM

In the 1st year students study mostly the common subjects of the General Subject Areas, while in the 2nd and 3rd years they mainly choose subjects according to their requirements.

Subject Areas / Subjects	1st Year		2nd Year			3rd Year		
	Compulsory	Elective	Compulsory	Compulsory Elective	Elective	Compulsory	Compulsory Elective	Elective
General Subject Areas								
Japanese Language								
Japanese Language I	5							
Japanese Language II			4					
Japanese Language Expression							2	
Contemporary Japanese Language					3		2	
Japanese Classics					3			2・4
Social Studies								
Contemporary Society	4							
Japanese History					4			2・4
World History			2					2・4
Geography					4			2・4
Ethics								2
Politics and Economics								2
Mathematics								
Mathematics I	5							
Mathematics II								3
Algebra and Geometry					2			
Basic Analysis					3			
Differential and Integral Calculus								4
Probability and Statistics								2
Science								
Science I	4							
Physics					4			2・3
Chemistry					2・4			2・3
Biology					2・4			2・3
Earth Science					2・4			2・3
Health & Physical Education								
Physical Education	4/2		4/2			3		
Health	1		1					
Art								
Art I		2						
Art II				2				
Art III								2
Home Economics								
General Home Economics	2		2					
Food								2
Clothing								2
Specialized Subject Areas								
Foreign Languages								
Comprehensive English	5							
English Comprehension			4			3	2	2
English Expression			2			2	2	2
Foreign Affairs						2		
Language Laboratory Practice	2			2	2		2	2
English Conversation		2		2	2		2	2
Foreign Languages Other Than English		2		2	2		2	2
International Understanding								
Cultural Understanding								
Japanese Culture					2			2
Comparative Cultures			2					
Japanese Traditional Performance					2			2
World Literature					2			2
Social Understanding								
International Relations						2		
Social Life					2			2
Area Studies					2			2
Social Welfare					2			2
Information & Expression								
Computer Science			2					
Communication					2			2
Visual Media					2			2
Dramatic Art					2			2
Theme Study			1			1		
Homeroom Activity	1		1			1		
Required Club Activity	1		1			1		
Total Credits	36		28-37			19-34		

(B) Timetable

(A typical class day)

First bell	8:20
SHR	8:30- 8:35
1st class	8:40- 9:40
2nd class	9:40-10:30
3rd class	10:40-11:30
4th class	11:40-12:30
First bell	13:05
5th class	13:10-14:00
6th class	14:10-15:00
7th class	15:10-16:00
SHR	16:05-16:15
Cleaning	16:15-16:30

※ On Saturdays the school opens only in the morning.

Leave school
Winter 17:00
Summer 17:30

(C) Home Countries of Students Who are Children of Foreign Residents of Tokyo.

Country name	Number of students
Federative Republic of Brazil	1
The People's Republic of China	3
Democratic People's Republic of Korea	2
Islamic Republic of Iran	1
Republic of Korea	2
Republic of China	2
Kingdom of Thailand	1
United States of America	2
Republic of Venezuela	1
Total	15

(D) List of Countries from Which Returnee Students have most recently returned

Country name	Number of students
Commonwealth of Australia	1
Canada	1
The People's Republic of China	1
Republic of Cuba	1
French Republic	1
Ghana	1
Hellenic Republic	1
Hong Kong	1
Union of India	1
Republic of Indonesia	1
Grand Duchy of Luxembourg	1

Republic of Panama	1
Republic of Paraguay	1
Republic of the Philippines	1
Republic of Singapore	1
Republic of South Africa	1
United Kingdom of Great Britain	6
United States of America	9
Total	31

(E) Main School Events (1989)

1st Term
- Opening ceremony
- 1st Grade orientation
- Physical examination and health check
- Individual interviews
- Students' general meeting
- Mid-term test
- Sports festival
- STEP English test (first grade)
- Meeting on choice of elective subjects
- End of term test
- Lecture meeting on international understanding
- Speech contest
- English summer camp

2nd Term
- Opening ceremony (for September entrants)
- Achievement test
- School festival
- Mid-term test
- STEP English test (two occasions)
- Arts appreciation festival
- Career guidance meeting
- Individual career guidance interviews
- Meeting on choice of elective subjects
- End of term test
- Ball games tournament
- High school international exchange meeting

3rd Term
- Achievement test
- Selection examination for new students
- End of year test
- Traditional arts appreciation festival
- Ball games tournament
- Meeting for future new students
- Placement test